



HSAP Score Report User's Guide

For Use with Spring 2006 Score Reports

**Office of Assessment
South Carolina Department of Education**

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Preface

This third edition of the HSAP *Score Report User's Guide* continues to serve as the primary reference for the score reports produced as part of the South Carolina High School Assessment Program (HSAP). The *User's Guide* and the score reports contain relatively few, albeit significant, changes since the spring 2005 edition. Those changes are described below.

The *User's Guide* reflects information relevant to the spring 2006 administration. For example, descriptions use spring 2006 test dates, and sample score reports are based on student birth dates that are consistent with the general age range for current high school students.

As of the fall 2005 administration, information on "Applied" course participation status was no longer collected. For this reason, the "Applied" subgroup reporting category has been deleted from the Demographic Reports and on the list of District Defaults in Appendix B. The "Applied" category has also been deleted from the district data file.

Beginning with the spring 2006 administration, the South Carolina Department of Education (SDE) replaced the Language field with the "English as a Second Language" (ESL) field. This change is reflected on the Demographic Report, the Error Analysis Report, the list of District Defaults in Appendix B, and the district data file.

- On the Demographic Report, the new ESL field replaces the Language field and is reported as "Yes," "No," and "Unknown."
- On the Error Analysis Report, the column label is changed from "English Proficiency" to "ESL."
- On the list of District Defaults in Appendix B, the ESL field replaces the Language field and includes eleven possible values: Blank, Parent Waiver, Pre-Functional, Beginner, Intermediate, Advanced, Full English Proficient, Title III Exited, English Speaker I, English Speaker II, and Multiple codes.
- On the district data file, the ESL field replaces the Language field. The new possible values are listed in Appendix B.

Finally, in the 2005–06 school year, the SDE implemented the Student Unique Numbering System (SUNS) for Testing. The SUNS for Testing is a unique, statewide ten-digit number that has been assigned to each student. For both the fall 2005 and spring 2006 HSAP administrations, the SUNS for Testing field has been included on the list of District Defaults in Appendix B and in the district data file. Currently, the SUNS for Testing field is not reported on the student-level or roster reports.

If you have questions about these changes, this *User's Guide*, or the HSAP, please visit the SDE Web site. You may also contact Nancy Whitlock, HSAP Program Manager, at 803-734-0664 or ncwhitlo@sde.state.sc.us.



Introduction

The South Carolina Education Accountability Act (EAA) of 1998 mandates that all public school students pass an exit examination as one requirement for receiving a high school diploma. The federal No Child Left Behind (NCLB) Act of 2001 mandates that states assess public high school students' academic achievement in reading and mathematics. The South Carolina High School Assessment Program (HSAP) was developed to comply with both the state and federal acts and consists of two tests—one in English language arts (ELA) and one in mathematics. The HSAP tests are administered to public high school students in South Carolina. They were administered for the first time in spring 2004.

A scale score of 200 on each test is needed to meet the exit examination requirement for a South Carolina high school diploma. Any student who fails to meet this standard on either test will be scheduled to take that test during the next scheduled administration for which the student is **eligible**. A student who follows a normal progression of course work in high school will have at least five opportunities—plus an opportunity during the summer of his or her twelfth-grade year—to pass the exit examination.

Test Content

Listed below are the content areas tested in HSAP.

<u>English Language Arts</u>	<u>Mathematics</u>
reading process and comprehension	number and operations
analysis of texts	algebra
word study and analysis	measurement and geometry
writing	data analysis and probability
research	

HSAP as a Standards-based Assessment

HSAP test items were developed based on the *South Carolina Curriculum Standards* for English language arts (ELA) and mathematics. The best preparation for HSAP is high-quality standards-based classroom instruction throughout the school year. Excessive emphasis on test preparation, in isolation, is not sound instructional practice.

Types of Test Items

The HSAP tests include multiple-choice and constructed-response items. The ELA test also includes one extended-response item. Blueprints containing more detailed information about the item types for each test can be accessed from the SDE Web site.

Achievement Levels and Scale Scores

Four achievement levels (Level 1, Level 2, Level 3, and Level 4) were established for HSAP in summer 2004. The Descriptions of Achievement Levels (DALs) for ELA and mathematics are detailed in Appendix A. Scale score ranges for each achievement level by subject are displayed below.

ELA		MATHEMATICS	
Level 4	241–320	Level 4	241–320
Level 3	223–240	Level 3	220–240
Level 2	200–222	Level 2	200–219
Level 1	100–199	Level 1	100–199



HSAP Spring 2006 Score Reports

Score Report Notes

This guide describes the various HSAP score reports and includes a sample of each. **The sample reports do not contain real student, school, or district data.**

Types of Score Reports

HSAP test results are reported for individual students and on rosters (lists) and summary reports. Student rosters are produced in two formats: one with ELA and mathematics combined and the other listing each subject separately. Student rosters and summary reports are produced at the class, school, and district levels. One paper copy of each report is provided, unless otherwise indicated in the chart on the next page. Student-level reports (Individual Student Report, Student Label, and Exit Examination Status Label) and rosters are provided for fall, spring, and summer administrations. HSAP summary reports are provided for spring administrations only.

Student Demographic Information. The student-level reports (Individual Student Reports and labels) and student rosters include demographic information, such as birth date, ethnicity, gender, and IEP disability code. The demographic information was provided either by the district through precode or gridded on the test booklets. The list of district default codes is included in Appendix B.

Abbreviations and Codes. The abbreviations and codes used in the HSAP score reports are printed on the score reports and explained in Appendix C.

Home School Students. The scores of home school students are **not** included in district or school summaries. Home school students are listed on a separate Student Roster report. The Student Roster report, Individual Student Reports, Student Labels, and Exit Examination Status Labels for home school students will be packaged with the district reports. The school code and school name are reported as “888” and “HOME SCHOOL,” respectively.



HSAP Spring 2006 Score Reports						
Report Name	Format	Reports for the District		Reports for the School		
		District Level	School Level	School Level	Class Level	Student Level
Individual Student Report	Paper only					✓ (3 copies)
Student Label	Paper only					✓
Exit Examination Status Label	Paper only					
Roster — All Students	PDF and paper, except as noted	✓	✓	✓	✓ (PDF only)	
Roster — All Students — ELA	PDF only		✓	✓		
Roster — All Students — Mathematics	PDF only		✓	✓		
Roster — Grade 9	PDF only	✓	✓	✓		
Roster — Grade 10	PDF only	✓	✓	✓		
Roster — Grade 11	PDF only	✓	✓	✓		
Roster — Grade 12	PDF only	✓	✓	✓		
Roster — Grade Unknown	PDF only	✓	✓	✓		
Roster — Level One	PDF and paper, except as noted	✓ (PDF only)	✓	✓	✓ (PDF only)	
Roster — Level One — ELA	PDF only	✓	✓	✓	✓	
Roster — Level One — Mathematics	PDF only	✓	✓	✓	✓	
Roster — Graduation Express	PDF only		✓	✓		
Exit Examination Roster	PDF and paper	✓	✓	✓		
Summary — First Attempt	PDF and paper	✓	✓	✓		
Summary (All Attempts)	PDF and paper, except as noted	✓	✓	✓	✓ (PDF only)	
Summary — Combinations of Tests Passed — First Attempt	PDF and paper	✓	✓	✓		
Summary by Attempt	PDF and paper	✓	✓	✓		
Summary by School	PDF and paper	✓				
ER/CR Summary — Level One — First Attempt	PDF only	✓	✓	✓		
ER/CR Summary — First Attempt	PDF only	✓	✓	✓		
Demographic Report — First Attempt	PDF and paper	✓	✓	✓		
Error Analysis	PDF and paper	✓	✓	✓		



Individual Student Report

Schools receive three copies of the Individual Student Report for each student—one home copy and two school copies. In order to be considered tested for a particular subject, a student must have answered at least one question on the test for that subject.

Printed at the top of the report are the student's name, birth date, student ID number, and the BEDS code and names of the district and school where the student was tested. The sample report is for Joe M. Huddleston, born on January 31, 1991. He has a student ID number of 123456789012 and was tested in Middleville District at Middleville High School.

1 TOTAL SCORE INFORMATION

Exit Exam Requirement: The “Exit Exam Requirement” is a scale score of 200 for ELA and mathematics.

State Scale Score Range: The “State Scale Score Range” indicates the lowest and highest scale scores that can be attained on the test. For ELA and mathematics, the state scale score range is 100–320.

Your Scale Score: “Your Scale Score” is the scale score attained by the student on the test. Joe M. Huddleston’s scale score on the ELA test is 223; his scale score on the mathematics test is 186.

Achievement Level: The student’s “Achievement Level” on each test is reported as Level 1, Level 2, Level 3, or Level 4. Joe’s overall achievement level for ELA is 3; his overall achievement level for mathematics is 1.

Met Exit Exam Requirement? If a student’s scale score is greater than or equal to the state standard of 200 (Level 2) for the test, then the student has met the state exit examination requirement. In the sample report, Joe’s total scale score for ELA is 223 (Level 3); therefore, the question “Met Exit Exam Requirement?” is followed by the word “Yes.” His total scale score for mathematics is 186 (Level 1); therefore, he has not met the exit examination requirement for mathematics.

2 SCORE GRAPH

For each subject, a graph displays the student’s score (indicated by a black square) in relation to the achievement levels, the state exit examination requirement, and the scale scores.

3 ELA EXTENDED-RESPONSE AND MATHEMATICS INTEGRATED-RESPONSE SCORES

The middle column provides the student’s scores on the ELA extended-response item and the mathematics integrated-response items. For the ELA extended-response, scores for each domain are the average of two raters’ scores. Joe received 4.0 of a possible 4.0 points for content and development, 4.0 of a possible 4.0 points for organization, 3.0 of a possible 3.0 points for voice, and 3.5 of a possible 4.0 points for conventions. For mathematics, the integrated-response score is the sum of the scores from three constructed-response questions, each of which has a maximum of three points. Joe received 3 out of 9 possible points. The scoring rubrics used to score the HSAP extended-response and constructed-response items are provided in Appendix D.

Note: There are several categories of nonscorable responses. For the ELA extended-response, the categories include: B (blank), OT (off topic), IS (insufficient amount of original writing to evaluate), and UR (unreadable or illegible). If a student had a nonscorable response, one of these codes will be printed instead of a numerical score. For the mathematics constructed-responses, the categories include B (blank) and UR (unreadable or illegible) and are counted as a zero (0) toward the mathematics integrated-response score.

(continued on page 7)



INDIVIDUAL STUDENT REPORT FOR HUDDLESTONE, JOE M.

Test Date: Spring 2006
HOME COPY

Student's Birth Date: 01/31/91
Student's ID Number: 123456789012

BEDS Code: 9999001
District: MIDDLEVILLE
School: MIDDLEVILLE HIGH

ENGLISH LANGUAGE ARTS	<p>1</p> <p>Exit Exam Requirement: 200 State Scale Score Range: 100 – 320 Your Scale Score: 223 Achievement Level: 3 Met Exit Exam Requirement? Yes</p>	<p>3</p> <p>The ELA total scale score includes the student's scores on an extended-response item. This item requires students to respond to a prompt by writing a composition that is scored on four domains: content and development, organization, voice, and conventions. Each domain has a maximum of 4 points, except for voice. Voice has a maximum of 3 points.</p>	<p>4</p> <p>The ELA test measures the content areas of reading process and comprehension, analysis of texts, word study and analysis, writing, and research. The writing content area includes the extended-response item as well as some multiple-choice questions.</p>							
	<p>■ = Your Score</p>	<p><u>Your Extended-Response Scores:</u></p> <table border="1"> <tr> <td>Content and Development</td> <td>4.0</td> </tr> <tr> <td>Organization</td> <td>4.0</td> </tr> <tr> <td>Voice</td> <td>3.0</td> </tr> <tr> <td>Conventions</td> <td>3.5</td> </tr> </table>	Content and Development	4.0	Organization	4.0	Voice	3.0	Conventions	3.5
Content and Development	4.0									
Organization	4.0									
Voice	3.0									
Conventions	3.5									
MATHEMATICS	<p>Exit Exam Requirement: 200 State Scale Score Range: 100 – 320 Your Scale Score: 186 Achievement Level: 1 Met Exit Exam Requirement? No</p>	<p>The mathematics total scale score includes the student's score on the integrated-response items. These items require students to respond to open-ended questions that integrate mathematical content areas and processes. The integrated-response score is the sum of the three constructed-response scores, each of which has a maximum of 3 points.</p>	<p>The mathematics test measures the content areas of number and operations, algebra, measurement and geometry, and data analysis and probability, in addition to integrated-response items.</p>							
	<p>2</p> <p>■ = Your Score</p>	<p><u>Your Integrated-Response Score:</u></p> <p>3 of 9 possible points</p>	<p>A scale score of 200 is needed to meet the mathematics exit examination requirement for a South Carolina high school diploma.</p> <p>Your mathematics scale score is 186, an achievement level of 1. You have not met the mathematics exit examination requirement and will need to take the mathematics test again. To prepare for the test, you will need to focus on number and operations, algebra, measurement and geometry, and data analysis and probability.</p>							

NOTE: More information is provided on the back of this report.





Individual Student Report (continued)

4 SCORE NARRATIVE

The narrative in the right column provides information on the content areas tested and restates the state exit examination requirement, the student's scale score, and the student's achievement level.

The narrative also indicates whether the student will need to retake the test and the areas in which the student needs to focus. In the example, Joe needs to focus on all four content areas in mathematics.

Although a student may pass a test or may not need to focus on a specific content area, it does not mean that the student has mastered the subject or content area. The student may still have weaknesses in subskills encompassed by that subject or content area.

For ELA, additional information is provided if the student only answered questions on one day of the two-day test or if the test was administered using any modifications. There are no modifications for the one-day mathematics test. In the sample report, Joe's extended-response item was scored with an alternative rubric, and he used a word processor and related software to respond to the ELA extended-response item.

Descriptions of the tests, the South Carolina diploma requirement, and achievement levels are provided on the back of the Individual Student Report.



Student Label

Schools receive a student label for each student tested. The label contains demographic information and test score data on the individual student.

1 STUDENT DEMOGRAPHIC INFORMATION

The student's name appears on the first line in the top left corner of the label. The second line indicates the district name. The third line indicates the name and BEDS code of the school where the student was tested.

The fourth line of the label provides the following student demographic information: date of birth, grade, ethnicity, gender, any IEP disability codes, and attempt status. According to the sample label, Joe M. Huddlestone was born on January 31, 1991 (01/31/91); was in tenth grade (10) when he took the HSAP; is a white (W) male (M); was recorded as having a learning disability (LD); and was attempting the ELA and mathematics tests for the first time (E1 M1).

If multiple marks were coded on the student's test booklet for that field, question marks (?) will be printed.

2 SCORE

PASS: The "PASS" column indicates whether the student met the state exit examination requirement. In the example, Joe Huddlestone passed the ELA test (YES) and did not pass the mathematics test (NO).

SCORE: The "SCORE" column indicates the student's total scale score for each test. If customized test materials were administered to the student or if the student used testing accommodations or modifications, the appropriate designations will appear next to the student's total scale score in the "SCORE" column.

According to the sample label, Joe received a scale score of 223 on the ELA test. Joe used at least one extended-writing option (WM) when he took the ELA test, and his ELA extended-response (ER) item was scored using the ELA ER alternative scoring rubric (AS). Joe received a scale score of 186 on the mathematics test. Since there are no codes listed after his score, he did not use any accommodations

when taking the mathematics test. Codes for customized materials and modifications are listed in Appendix C.

LVL: The "LVL" column indicates the achievement level. If the student took only one day of the two-day ELA test, the symbol "+" will be printed next to the student's ELA achievement level. In the example, Joe scored at achievement level 3 on his ELA test and achievement level 1 on his mathematics test.

ER/IR: The student's extended-response score for ELA and integrated-response score for mathematics appear in the column labeled "ER/IR." In the example, Joe received a score of 14.5 out of 15 possible points on his ELA extended-response item and 3 out of 9 possible points on his mathematics integrated-response items.

3 CONTENT AREA PERFORMANCE

Information on the student's performance in specific content areas is indicated in the columns "MAY NEED IMPROVEMENT" and "NEEDS IMPROVEMENT." Content areas in which the student scored within a specific range near the achievement level 2 cut-off for that content area are classified as "MAY NEED IMPROVEMENT." Content areas in which the student scored significantly below the achievement level 2 cut-off for that content area are classified as "NEEDS IMPROVEMENT."

In the example, although Joe passed the ELA test, he may need improvement in the ELA content area of research (RS) and needs improvement in reading process and comprehension (RC). Joe may need improvement in the mathematics content areas of measurement and geometry (MG), and in data analysis and probability (DP), and needs improvement in number and operations (NO), and in algebra (AL).



Sample Student Label

1

HUDDLESTONE, JOE M.
MIDDLEVILLE DISTRICT
MIDDLEVILLE HIGH 9999001
01/31/91 10/W /M/LD

HSAP
SPRING 2006
E1 M1

TEST	PASS	SCORE	LVL	ER/IR	MAY NEED IMPROVEMENT	NEEDS IMPROVEMENT		
ELA	YES	223	AS	WM	3	14.5	RS	RC
MATH	NO	186	1	3	MG	DP	NO	AL

2

3



Exit Examination Status Label

Exit Examination Status Labels are provided for students taking the HSAP **for the first time**. A label will not be provided if the student took both tests and it was at least the second attempt for the student for one of those tests. These labels include test-score information from the current administration, along with blank spaces for entering test-score information for future test administrations.

1 STUDENT DEMOGRAPHIC INFORMATION

The second line of the label lists the student's name and school code (BEDS CODE) where the student was tested. The third line indicates the district name. The fourth line lists the school name where the student was tested. The fifth line lists the student's date of birth (DOB), gender, and ethnicity. On the sample label, Joe M. Huddlestone was born on January 31, 1991 (01/31/91); is male (M); and is white (W).

If multiple marks were coded on the student's test booklet for that field, question marks (?) will be printed.

2 SCORE AND TEST DATE

The student's ELA and mathematics test results for the current administration are printed on the first row labeled "Score/Level." The test results include the student's total scale score (Score) and achievement level (Level). If the student took only one day of the two-day ELA test, the symbol "+" will be printed next to the student's ELA achievement level. The test date is provided on the row labeled "Date." For example, for the spring 2006 administration (4/06), Joe received a scale score of 223 and an achievement level of 3 for the ELA test. On the mathematics test during the same administration, Joe received a scale score of 186 and an achievement level of 1.

Below the current administration's test results, blank spaces are provided so that test scores for future administrations of the HSAP can be entered by school personnel.

3 STATUS

The row labeled "Status" is used to indicate the student's status on each HSAP test. For example, Joe met the ELA state exit examination requirement; therefore, the message "Passed" is printed on the status line under the ELA column. Because Joe did not meet the state exit examination requirement for mathematics, the status line under the mathematics column was left blank to allow school personnel to write "Passed" when Joe passes the mathematics test in a future administration.

4 EXIT EXAMINATION REQUIREMENTS

The minimum scale scores needed to meet the state exit examination requirements for ELA and mathematics are indicated on the bottom of the label, along with the explanation for the symbol "+."

Sample Exit Examination Status Label

EXIT EXAMINATION STATUS		HSAP SPRING 2006 BEDS CODE: 9999001	
HUDDLESTONE, JOE M. MIDDLEVILLE MIDDLEVILLE HIGH DOB: 01/31/91 GENDER: M ETHNICITY: W			
Score/Level	223/3	ELA	MATHEMATICS
Date	4/06		186/1
Score/Level			
Date			
Score/Level			
Date			
Score/Level			
Date			
Status	Passed		

ELA Exit Examination requirement = 200
Mathematics Exit Examination requirement = 200
+ = the student only took one day of the ELA test



Student Rosters

Four types of rosters are produced: for “All Students,” by “Grade,” for “Level One” students, and for “Graduation Express” students. The roster for “All Students” lists all students who took at least one HSAP test. The rosters by “Grade” list students in separate reports by grade (nine, ten, eleven, twelve, and unknown) and for adult education. The rosters for “Level One” students list only students who did not meet the state exit examination requirement on one or both HSAP tests; only the test scores for the test not passed will be printed. The “Graduation Express” roster lists students whose test booklets were returned under a header sheet designated as “Graduation Express.”

Rosters are produced at the district, school, and class levels and contain individual demographic data and test results. Students are listed alphabetically by last name within the district, school, or class grouping. District rosters are produced separately for regular high school, adult education, and home school students. The table below lists the rosters produced by level (district, school, class). All rosters are available as PDF files; selected rosters are also provided in paper copies.

Report Name	District Level	School Level	Class Level
Roster — All Students	PDF and paper	PDF and paper	PDF
Roster — All Students — ELA		PDF	
Roster — All Students — Mathematics		PDF	
Roster — Grade 9	PDF	PDF	
Roster — Grade 10	PDF	PDF	
Roster — Grade 11	PDF	PDF	
Roster — Grade 12	PDF	PDF	
Roster — Grade Unknown	PDF	PDF	
Roster — Level One	PDF	PDF and paper	PDF
Roster — Level One — ELA	PDF	PDF	PDF
Roster — Level One — Mathematics	PDF	PDF	PDF
Roster — Graduation Express		PDF	



1 STUDENT DEMOGRAPHIC INFORMATION

Student demographic information is printed in the columns on the left side of the student roster report. The student's name appears in the first column. Codes for any customized materials and modifications used are printed on the second line. The student ID number and birth date are printed in the columns to the right of the student's name. Additional columns list codes for ethnicity, gender, and grade. If multiple marks were coded on the student's test booklet for that field, question marks (?) will be printed.

On the sample report, Vincent E. Deloach took the braille form (BR) of the ELA and mathematics tests; his student ID number is 345678912345; his birth date is May 3, 1990 (05/03/90); he is a white (W) male (M); and he was in grade eleven when he took this administration of the HSAP.

2 STATE SCALE SCORE RANGE AND EXIT EXAMINATION REQUIREMENT

State Scale Score Range: The "State Scale Score Range" indicates the lowest and highest possible scale scores attainable on the HSAP tests. The range for ELA and mathematics is 100–320.

State Exit Examination Requirement: The state exit examination score requirement for each test is a scale score of 200 and its corresponding achievement level is 2.

3 TEST RESULTS

Attempt: "ATTEMPT" information is collected from the information coded on the test booklets. The "ATTEMPT" columns—one for ELA and one for mathematics—indicate the number of times the student has taken each test. The number of attempts for a student may be different for each test.

Scale Score and Achievement Level: The student's total scale score and achievement level for each test are printed in the columns to the right of the "ATTEMPT" columns. If the student took only one day of the two-day ELA test, the symbol "+" will be printed next to the student's ELA scale score and achievement level. According to the sample report,

Vincent E. Deloach received a scale score of 244 and an achievement level of 4 on the ELA test, and a scale score of 231 and an achievement level of 3 on the mathematics test.

Content Areas: For each test, asterisks (*) are printed in the columns titled "CONTENT AREAS" to indicate the content areas, if any, in which a student may need improvement (*) or needs improvement (**). Content areas in which the student scored within a specific range near the achievement level 2 cut-off for that content area are classified as "may need improvement." Content areas in which the student scored significantly below the achievement level 2 cut-off for that content area are classified as "needs improvement."

Vincent E. Deloach, for example, may need improvement in the ELA content area of research and in the mathematics content area of data analysis and probability. For an explanation of the content area abbreviations, see the footnotes at the bottom of the roster or refer to Appendix C of this *User's Guide*.

4 EXTENDED-RESPONSE AND INTEGRATED-RESPONSE SCORES

Each student's ELA extended-response scores and mathematics integrated-response score are printed to the right of the "CONTENT AREAS" columns. The footnote at the bottom of the roster provides additional information about these extended-response and integrated-response scores.



Sample All Students Roster (Class)



District: 9900 MIDDLEVILLE DISTRICT
School: 001 CENTRAL HIGH
Teacher: SMITH, R. A.

BEOS Code: 9900001

Page 1 of 1

CLASS ROSTER ALL STUDENTS

Test Date: Spring 2006

1	STUDENT NAME CUSTOMIZED MATERIALS AND MODIFICATIONS CODES	ID NUMBER	BIRTH DATE	ETHNICITY	GENDER	GRADE	ENGLISH LANGUAGE ARTS State Scale Score Range: 100 – 320 State Exit Examination Requirements: Scale Score = 200; Achievement Level = 2													MATHEMATICS State Scale Score Range: 100 – 320 State Exit Examination Requirements: Scale Score = 200; Achievement Level = 2																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
							ATTEMPT	SCALE SCORE	ACHIEVEMENT LEVEL	CONTENT AREAS					EXTENDED-RESPONSE SCORES			ATTEMPT	SCALE SCORE	ACHIEVEMENT LEVEL	CONTENT AREAS				IR SCORE																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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CUSTOMIZED MATERIALS AND MODIFICATIONS CODES:
AA = Alternative Scoring of Extended-Response
AL = AudioCassette/CD
BR = Braille
LH = Large Print
LP = Large Print
OS = Oral Script
SL = Signed Administration
WM = Extended Writing Options
OT = Other

CONTENT AREAS:
* = May need improvement
† = Needs improvement

ETHNICITY CODES:
B = African American
BI = African American/Indian
I = American Indian
A = Asian
LH = Hawaiian/Pacific Islander
LP = Hispanic
W = White
WB = White/African American
WI = White/American Indian
WA = White/Asian
O = Other

ENGLISH LANGUAGE ARTS CONTENT AREAS:
RC = Reading Process and Comprehension
AT = Analysis of Texts
WS = Word Study and Analysis
WR = Writing
RS = Research

MATHEMATICS CONTENT AREAS:
AL = Algebra
MG = Measurement and Geometry
DP = Data Analysis and Probability

ELA EXTENDED-RESPONSE SCORE:
The extended-response (ER) item is scored on four domains: content and development (CD), organization (OR), voice (VO) and conventions (CO). Each domain has a maximum of 4 points, except for voice. Voice has a maximum of 3 points.
Scores for each domain are the average of two raters' scores. The following key applies to nonscorable papers:
B = Blank
OT = Off topic
IS = Insufficient amount of original writing to evaluate
UR = Unreadable or illegible

MATHEMATICS INTEGRATED-RESPONSE SCORE:
The integrated-response (IR) score is the sum of the scores from the three constructed-response items, each of which has a maximum of 3 points.



Exit Examination Roster

The “Exit Examination Roster” report lists only students who took both HSAP tests during the current administration and met the exit examination requirement on both.

Exit Examination rosters are produced at the district and school levels only. They contain demographic data and test results for these students, listed alphabetically within the district or school grouping. Separate district-level Exit Examination rosters are produced for regular high school and adult education students.

FOOTNOTES

ELA scale score and achievement level. According to the sample report, Kathryn received a total scale score of 232 on the ELA test—an achievement level of 3. She received a scale score of 215—an achievement level of 2—on the mathematics test.

The footnotes at the bottom of the report provide definitions for the codes used.

1 STUDENT DEMOGRAPHIC INFORMATION

Student demographic information is printed in the columns on the left side of the report. The student's name appears in the first column. Any customized materials and modifications codes are printed on the second line. The student's birth date, ethnicity, gender, and grade are printed in the columns to the right of the student's name.

According to the sample report, Kathryn A. Axtell was born on February 24, 1991 (02/24/91); she did not use any customized materials and did not require any modifications; she is a white (W) female (F); and she was in grade ten during this administration of the HSAP.

Question marks (?) indicate that multiple marks were coded on the student's test booklet for that field.

2 SCORES

Attempt: “ATTEMPT” information is collected from the information coded on the test booklets. The “ATTEMPT” columns—one for ELA and one for mathematics—indicate the number of times the student has taken the test. The number of attempts for a student may be different for each test.

Scale Score and Achievement Level: The student's scale score and achievement level for each test are printed in the columns to the right of the “ATTEMPT” columns. If the student took only one day of the two-day ELA test, the symbol “+” will be printed next to the student's



Sample Exit Examination Roster (School)



SCHOOL EXIT EXAMINATION ROSTER
STUDENTS WHO ATTEMPTED AND PASSED BOTH TESTS
District: 9999 MIDDLEVILLE DISTRICT
School: 002 CENTRAL HIGH
BEDS Code: 9999002

Test Date Spring 2006
SCHOOL COPY

Page 1 of 1

STUDENT NAME CUSTOMIZED MATERIALS AND MODIFICATIONS CODES	STUDENT DEMOGRAPHIC INFORMATION				SCORES					
	BIRTH DATE	ETHNICITY	GENDER	GRADE	ENGLISH LANGUAGE ARTS			MATHEMATICS		
					ATTEMPT	SCALE SCORE	ACHIEVEMENT LEVEL	ATTEMPT	SCALE SCORE	ACHIEVEMENT LEVEL
AXTELL, KATHRYN A.	02/24/91	W	F	10	1	232	3	1	215	2
BINDER, MARGARET L. ELA: LL; Math: LL	09/19/91	W	F	10	1	256	4	1	221	3
CONNERS, ADAM F. ELA: OT	09/02/91	W	M	10	1	264	4	1	254	4
DEVINE, TAMARA I.	06/06/91	B	F	10	1	221	2	1	215	2
FETTER, JULIA W.	02/13/91	W	F	10	1	223	3	1	217	2
HEBERT, EDWARD U.	12/21/90	W	M	10	1	234	3	1	230	3
HIPP, THELMA C.	09/20/91	W	F	10	1	264	4	1	244	4
LOGSDON, JACOB S.	01/04/91	W	M	10	1	232	3	1	239	3
MARRA, JUNE H.	04/28/91	W	F	10	1	225	3	1	206	2
PARKINSON, ROY A. ELA: WM	08/04/90	W	M	10	1	260	4	1	271	4
REYNA, CARL E. ELA: WM	05/17/91	W	M	10	1	230	3	1	259	4
STONERIDGE, MOLLY Y. ELA: AS OS OT; Math: OS	09/29/90	W	F	10	1	234	3	1	250	4
TOBIAS, HOWARD H. ELA: AU; Math: AU	11/15/90	W	M	10	1	283	4	1	320	4
WARGO, SANDRA K. ELA: AU; Math: AU	03/10/91	W	F	10	1	283	4	1	281	4

3 CUSTOMIZED MATERIALS AND MODIFICATIONS CODES:
AS = Alternative Scoring of Extended-Response
AU = Audioassette/CD
BR = Braille
LL = Loose Leaf
LP = Large Print
OS = Oral Script
SL = Signed Administration
WM = Extended Writing Options
OT = Other

ETHNICITY CODES:
BI = African American
B = African American/Asian Indian
I = American Indian
A = Asian
P = Hawaiian/Pacific Islander
H = Hispanic
W = White
WB = White/African American
WA = White/Asian
O = Other

* = the student only took one day of the ELA test



Summary Reports

“Summary” reports are generated at the district, school, and class levels when there are six or more students in the “TOTAL NUMBER” tested row. Each report presents summary statistics for ELA and mathematics.

The summary reports include all students tested in the district, school, or class grouping, including students who received modifications. They do not include home school students. Separate school and district summary reports are produced for first-attempt students. Separate district reports are also produced for regular high school and adult education students.

1 STATE SCALE SCORE RANGE AND EXIT EXAMINATION STANDARD

State Scale Score Range: The “State Scale Score Range” indicates the lowest and highest possible scale scores attainable on the HSAP tests. The range for ELA and mathematics is 100–320 for each.

State Exit Examination Requirements: The state exit examination score requirement for each test is a scale score of 200 and its corresponding achievement level of 2.

2 TOTAL TEST SUMMARY — TOTAL NUMBER

“TOTAL NUMBER” identifies the number of students in the district, school, or class who took each test. According to the sample report, 28 students took the ELA test and 26 students took the mathematics test for this class grouping of students.

3 TOTAL TEST SUMMARY — ACHIEVEMENT LEVELS

The number and percentage of students in the district, school, or class with scores in each HSAP achievement level (Level 4, Level 3, Level 2, and Level 1) are reported for each test. In the sample report, of the 28 students who took the ELA test, 8 (28.6 percent) scored at Level 4, 12 (42.9 percent) scored at Level 3, 6 (21.4 percent) scored at Level 2, and 2 (7.1 percent) scored at Level 1.

4 TOTAL TEST SUMMARY — DESCRIPTIVE STATISTICS

For each of the following statistics, the group reported (district, school, class) appears in parentheses on the report.

Mean: This statistic indicates the average scale score for the group of students. In the sample report, the mean scale score for the 28 students in the class who took the ELA test was 229, for the 26 students who took the mathematics test, the mean scale score was 227.

Median: The median is the midpoint of a distribution of scores ranked from lowest to highest. For the 28 students in the sample class who took the ELA test, the median scale score was 228; for the 26 students who took the mathematics test, the median scale score was 232.

Highest/Lowest Score: These statistics indicate the highest and lowest scale scores attained among the group of students. For the 28 students in the sample class who took the ELA test, the highest scale score was 256 and the lowest scale score was 188; for the 26 students who took the mathematics test, the highest scale score was 259 and the lowest scale score was 171.

5 CONTENT AREA SUMMARY

Content area summary statistics are provided for all students within the reporting group (district, school, class), for those students who scored at or above Level 2, and for those students who scored at Level 1.

The total number of students tested is further broken down into the three categories of “Adequate,” “May Need Improvement,” and “Needs Improvement” for each content area within ELA and mathematics. Of the 28 students in the sample class who took the ELA test, 21 (75.0 percent) performed adequately in reading process and comprehension, 6 (21.4 percent) may need improvement, and 1 (3.6 percent) needs improvement in this content area.



Sample Summary (Class)



District: 9999 MIDDLEVILLE DISTRICT
School: 002 CENTRAL HIGH
Teacher: FISCHER, J. G.

BEDS Code: 9999002

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CLASS SUMMARY

Test Date: Spring 2006

TOTAL TEST SUMMARY

TOTAL NUMBER	Number / Percent	28	English Language Arts State Scale Score Range: 100 - 320 State Exit Examination Requirements: Scale Score = 200, Achievement Level = 2	26	Mathematics State Scale Score Range: 100 - 320 State Exit Examination Requirements: Scale Score = 200, Achievement Level = 2
LEVEL 4	Number / Percent	8 / 28.6		9 / 34.6	
LEVEL 3	Number / Percent	12 / 42.9	3	7 / 26.9	
LEVEL 2	Number / Percent	6 / 21.4		8 / 30.8	
LEVEL 1	Number / Percent	2 / 7.1		2 / 7.7	
MEAN (CLASS)		229		227	
MEDIAN (CLASS)		228		232	
HIGHEST SCORE (CLASS)		256	4	259	
LOWEST SCORE (CLASS)		188		171	

CONTENT AREA SUMMARY

CONTENT AREA SUMMARY		ENGLISH LANGUAGE ARTS					MATHEMATICS						
		READING PROCESS AND COMPREHENSION		ANALYSIS OF TEXTS	WORD STUDY AND ANALYSIS	WRITING	RESEARCH	NUMBER AND OPERATIONS		ALGEBRA	MEASUREMENT AND GEOMETRY	DATA ANALYSIS AND PROBABILITY	
ALL STUDENTS	Number Percent	28 100.0						26 100.0					
Adequate	Number Percent	21 75.0	22 78.6	16 57.1	23 82.1	15 53.6	19 73.1	19 73.1	17 65.4	18 69.2			
May Need Improvement	Number Percent	6 21.4	3 10.7	9 32.1	5 17.9	13 46.4	6 23.1	7 26.9	8 30.8	7 26.9			
Needs Improvement	Number Percent	1 3.6	3 10.7	3 10.7	0 0.0	0 0.0	1 3.8	0 0.0	1 3.8	1 3.9			
LEVEL 2 AND ABOVE	Number Percent	26 100.0						24 100.0					
Adequate	Number Percent	21 80.8	22 84.6	16 61.5	23 84.5	15 57.7	19 79.2	19 79.2	17 70.8	18 75.0			
May Need Improvement	Number Percent	5 19.2	3 11.5	9 34.6	3 11.5	11 42.3	5 20.8	5 20.8	7 29.2	6 25.0			
Needs Improvement	Number Percent	0 0.0	1 3.8	1 3.8	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0			
LEVEL 1	Number Percent	2 100.0						2 100.0					
Adequate	Number Percent	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0			
May Need Improvement	Number Percent	1 50.0	0 0.0	0 0.0	2 100.0	2 100.0	1 50.0	2 100.0	1 50.0	1 50.0			
Needs Improvement	Number Percent	1 50.0	2 100.0	2 100.0	0 0.0	0 0.0	1 50.0	0 0.0	1 50.0	1 50.0			

Data are not reported if the number tested is fewer than 6.



Combinations of Tests Passed— First Attempt

The “Combinations of Tests Passed” report summarizes the number and percentage of students who passed different combinations of the HSAP on the first attempt. This report is produced at the district level and at the school level when there are six or more students tested. Grade and attempt are collected from the information coded on each student’s test booklet or precode file.

1 TESTS

The far left column lists combinations of tests that a student could pass when attempting the HSAP—“PASSED BOTH TESTS,” “PASSED ONLY ONE TEST,” and “PASSED NO TESTS”—as well as the total number of students included in the report.

2 GRADE—NUMBER AND PERCENT

The number and percentage of students in the district or school who attempted the HSAP are reported for GRADE 9, GRADE 10, and for OTHER grades. The OTHER column includes all students in grades eleven and twelve and students whose data included coding errors (blanks or multiple marks) in the grade field.

The sample report indicates that of the 200 grade-ten students in the district who attempted the HSAP for the first time, 161 (80.5 percent) passed both tests; 21 (10.5 percent) passed only one test; and 18 (9.0 percent) did not pass either test. Of the 21 students who passed only one test, 15 (7.5 percent of the 200 grade-ten students) passed the ELA test, and 6 (3.0 percent of the 200 grade-ten students) passed the mathematics test.

3 TOTAL (COLUMN)

The TOTAL column summarizes the number and percentage of students who passed each combination of tests in the GRADE 9, GRADE 10, and OTHER columns.

4 TOTAL (ROW)

The TOTAL row indicates the total number of “first attempters” for each grade category. All of the percentages by grade shown in the report are based on these totals. The sample report shows 96 grade-nine students, 200 grade-ten students, and 193 students in other grades who attempted the HSAP for the first time.

5 ADULT ED (COLUMN)

For the district-level report only, the grade columns include the number and percentage of students in regular high schools within the district, and the rightmost column includes the number and percentage of students in all adult education programs within the district.

6 FOOTNOTES

The footnotes at the bottom of the report provide additional information about the report.



Sample Summary – Combination of Tests Passed—First Attempt (District)



DISTRICT SUMMARY COMBINATIONS OF TESTS PASSED — FIRST ATTEMPT

District: 9999 MIDDLEVILLE DISTRICT

Test Date: Spring 2006

Page 1 of 1

1 TESTS	GRADE 9		GRADE 10		OTHER ¹		3 TOTAL ²		5 ADULTED	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
PASSED BOTH TESTS	83	86.5	161	80.5	84	43.5	328	67.1	13	50.0
PASSED ONLY ONE TEST	6	6.2	21	10.5	97	50.3	124	25.4	11	42.3
ENGLISH LANGUAGE ARTS	4	4.1	15	7.5	46	23.8	65	13.3	6	23.1
MATHEMATICS	2	2.1	6	3.0	51	26.4	59	12.1	5	19.2
PASSED NO TESTS	7	7.3	18	9.0	12	6.2	37	7.6	2	7.7
TOTAL ³	96	100.0	200	100.0	193	100.0	489	100.0	26	100.0

Data are not reported if the number tested is fewer than 6.

- 6
- ¹ The **OTHER** column includes all students in grades 11 and 12 and students whose data included coding errors (blanks or multiple marks) in the grade field.
- ² The **TOTAL** column includes summaries of the **GRADE 9**, **GRADE 10**, and **OTHER** columns.
- ³ The **TOTAL** includes all students who took at least one test of the HSAP.



Summary by Attempt

The “Summary by Attempt” report is produced at the district and school levels whenever six or more students are tested. Student performance is presented by grade and attempt. The grade and attempt information are provided from the student test booklets or the precode file. (See the table below for the defaults that are used when the attempt was left blank or contained multiple marks. Default attempt codes for other HSAP administrations are included in Appendix E.)

1 ATTEMPTS

The far left column lists the number of attempts. A student will be included in the appropriate attempt category for each test taken. For example, if a student attempted the ELA test for the first time and the mathematics test for the second time, the student would be counted in the “first attempt” category for ELA and in the “second attempt” category for mathematics.

2 GRADE—NUMBER AND PERCENT

The number and percentage of students in the district or school are reported by attempt and subject for GRADE 9, GRADE 10, and OTHER grades. The OTHER column includes all students in grades eleven and twelve and students whose data included coding errors (blanks or multiple marks) in the grade field.

Default Attempt Codes for Spring 2006	
Grade Coded	Defaulted Attempt
Blank	1
Multiple marks	1
9	1
10	1
11	3
12	4

In each grade category, the number and percentage of students who scored at level 2 or above and at level 1 are reported. In the sample report, 115 grade-ten students took the HSAP for the first time. Of those students, 114 took the ELA test; 91 (79.8 percent) scored at or above level 2 (LEVEL 2 & ABOVE) and 23 (20.2 percent) scored at level 1 (LEVEL 1).

3 TOTAL (COLUMN)

The TOTAL column summarizes the number and percentage of students who took the HSAP in the GRADE 9, GRADE 10, and OTHER columns. In the sample, a total of 28 students in the district took the HSAP for the second time. Of those students, 20 took the ELA test; 10 (50.0 percent) scored at or above level 2 (LEVEL 2 & ABOVE); and 10 (50.0 percent) scored at level 1 (LEVEL 1).

4 ADULT ED (COLUMN)

For the district-level report only, the grade columns include the number and percentage of students in regular high schools within the district, and the rightmost column includes the number and percentage of students in all adult education programs within the district.

5 FOOTNOTES

The footnotes at the bottom of the report provide additional information about the report.



Sample Summary by Attempt (District)



DISTRICT SUMMARY BY ATTEMPT

Test Date: Spring 2006

District: 9999 MIDDLEVILLE DISTRICT

Page 1 of 1

	GRADE 9		GRADE 10		OTHER ¹		TOTAL ²		ADULTED ⁴	
	NUMBER	LEVEL 2 & ABOVE Number / Percent	NUMBER	LEVEL 2 & ABOVE Number / Percent	NUMBER	LEVEL 2 & ABOVE Number / Percent	NUMBER	LEVEL 2 & ABOVE Number / Percent	NUMBER	LEVEL 2 & ABOVE Number / Percent
1 ONE ATTEMPT										
ELA			115 114 91	23 20.2	8 6 1	123 97 24	22 20 17	15.0 15.0	3 20 17	3 15.0
MATH			113 85.8	16 14.2	7 5 2	120 102 18	19 14 5	26.3	19 14 5	26.3
TWO ATTEMPTS			3		25		8		8	
ELA			1 100.0	0 0.0	19 47.4	10 52.6	20 10 50.0	7 6 85.7	2 28.6	2
MATH			2 50.0	1 50.0	25 36.0	16 64.0	27 10 37.0	8 5 62.5	3 37.5	3
THREE ATTEMPTS			0		1		1		3	
ELA			0	0	0	0	0	1	1	0
MATH			0	0	1	0	1	0	2	2
FOUR OR MORE ATTEMPTS			0		0		0		0	
ELA			0	0	0	0	0	0	0	0
MATH			0	0	0	0	0	0	0	0

¹ The OTHER column includes all students in grades 11 and 12 and students whose data included coding errors (blanks or multiple marks) in the grade field.
² The TOTAL column includes summaries of the GRADE 9, GRADE 10, and OTHER columns.
⁴ Data are not reported if the number tested is fewer than 6.



ER/CR (Extended-response and Constructed-response) Summary

This report presents the number of students at each score point for the ELA extended-response and mathematics integrated-response items. The report is produced only when there are six or more students in the total.

These reports include students at the district or school grouping who took at least one test of the HSAP. Separate district and school reports are produced for first-attempt students and level one first-attempt students only. Separate district reports are produced for regular high school and adult education students.

1 ENGLISH LANGUAGE ARTS EXTENDED-RESPONSE

The ELA extended-response item is scored on four domains: content and development, organization, voice, and conventions. The maximum score points for each domain are printed in the column for that domain. Scores reported for each domain are the average of two raters' scores. The possible scores are listed in the left column. The number and percentage of students in the district or school who received scores at each score point are reported for each domain. The number and percentage of students whose responses were "Nonscorable" are also reported. Nonscorable means that the response was unreadable or illegible, there was an insufficient amount of writing to evaluate the response, the response was off topic, or there was no response. The student rosters provide detailed information about individual students whose scores were reported as "nonscorable."

In the sample report, of the 232 students who took the ELA test, 38 (16.4 percent) received 3.0 points, 42 (18.1 percent) received 3.5 points, and 140 (60.3 percent) received 4.0 points for the content and development domain.

2 MATHEMATICS INTEGRATED-RESPONSE

The mathematics integrated-response items combine mathematical content areas and processes. The test questions are constructed-response items that require students to show their work and/or write an explanation to support their answers. The integrated-response score is the sum of the three constructed-response scores, each of which has a maximum of 3 points. The number and percentage of students in the district or school who received scores at each score point are reported.

In the sample report, of the 231 students who took the mathematics test, 23 (10.0 percent) received 0 points and 23 (10.0 percent) received 3 points. A student may receive a score of zero (0) if there is no evidence of mathematical knowledge that is appropriate to the task, there is no response (blank), or the response is unreadable or illegible.



Sample ER/CR Summary (School)



SCHOOL ER/CR SUMMARY
FIRST ATTEMPT
District: 9990 TOWNSVILLE DISTRICT
School: 001 NORTH HIGH
BEDS Code: 9990001
Test Date: Spring 2006
Page 1 of 1

ENGLISH LANGUAGE ARTS EXTENDED-RESPONSE									
1 SCORES	CONTENT AND DEVELOPMENT Maximum Score = 4		ORGANIZATION Maximum Score = 4		VOICE Maximum Score = 3		CONVENTIONS Maximum Score = 4		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Non-scorable	1	0.4	1	0.4	1	0.4	1	0.4	
1.0	0	0.0	3	1.3	4	1.7	3	1.3	
1.5	3	1.3	2	0.9	7	3.0	2	0.9	
2.0	5	2.2	3	1.3	28	12.1	8	3.4	
2.5	3	1.3	10	4.3	48	21.7	10	4.3	
3.0	38	16.4	40	17.2	144	62.1	21	9.1	
3.5	42	18.1	46	19.8			39	16.8	
4.0	140	60.3	127	54.7			148	63.8	
TOTALS	232	100.0	232	100.0	232	100.0	232	100.0	

2 MATHEMATICS INTEGRATED-RESPONSE			
SCORES	Maximum Score = 9		
	Number	Percent	
0	23	10.0	
1	15	6.5	
2	14	6.1	
3	23	10.0	
4	17	7.4	
5	23	10.0	
6	22	9.5	
7	17	7.4	
8	33	14.3	
9	44	19.0	
TOTALS	231	100.0	

Data are not reported if the number tested is fewer than 6.



Summary by School—First Attempt

The “Summary by School—First Attempt” report is generated at the district level only. This report gives a profile of test results for each school and adult education center in the district in which six or more students were tested. Students taking the test for the first time are included in this report. If a student is attempting only one test for the first time and the other test for the second time or more, only the results for the first-attempt test will be included in the summary. This report does not include results for home school students.

1 SCHOOL NAME

The final three digits of the school codes and the school names are listed in the first column of the report. The sample report indicates that two schools in the Townsville District—Northville High and the Adult Education Center—had students who took the HSAP ELA and mathematics tests.

2 TOTAL TEST STATISTICS

Number Tested: “NUMBER TESTED” indicates the number of students in each school who took the test. According to the sample report, in Northville High, 232 students took the ELA test and 231 students took the mathematics test. In the Adult Education Center, two students took the ELA test and one student took the mathematics test.

Mean Scale Score: This statistic indicates the average scale score for the students in each school. For example, for the 232 students in Northville High who took the ELA test, the mean scale score on the ELA test was 224; for the 231 students who took the mathematics test, the mean scale score on the mathematics test was 218. Data for the Adult Education Center are not reported because there were fewer than six students tested.

% At or Above Level 2: For each school, the percentage of students who scored at or above Level 2 is reported. Students meet the state exit examination requirement if they score at or above Level 2. For Northville High School, 86.6 percent of the 232 students who took the ELA test met the state exit examination requirement for that test, and

79.7 percent of the 231 students who took the mathematics test met the state exit examination requirement for that test. Data for the Adult Education Center are not reported because there were fewer than six students tested.

% At or Above Level 3: For each school, the percentage of students who scored at or above Level 3 is reported. In Northville High School, 57.3 percent of the 232 students who took the ELA test scored at or above Level 3, and 46.8 percent of the 231 students who took the mathematics test scored at or above Level 3. Data for the Adult Education Center are not reported because there were fewer than six students tested.

3 ACHIEVEMENT LEVELS

The percentages of students with scores in each achievement level (Level 1, Level 2, Level 3, and Level 4) are reported for each school.

In Northville High School, of the 232 students who took the ELA test, 13.4 percent scored at Level 1, 29.3 percent scored at Level 2, 33.2 percent scored at Level 3, and 24.1 percent scored at Level 4. Data for the Adult Education Center are not reported because there were fewer than six students tested.



Test Date: Spring 2006

[illegible]

Data are not reported if the number tested is fewer than 6.



Demographic Report

The “Demographic Report” is produced at the district and school levels for students who took the test for the first time. If a student is attempting only one test for the first time and is repeating the other test, only the results for the first-attempt test will be included in the report.

Each report provides a breakdown of HSAP ELA and mathematics results for various student subgroups or demographic categories (e.g., male students, female students). A “Demographic Report” is produced only when six or more students are reported in the “ALL STUDENTS” category, and subgroup results are provided only when there are six or more students in the particular subgroup or demographic category.

Separate district reports are produced for regular high school and adult education students. The “Demographic Reports” do not include results for home school students.

1 STUDENT SUBGROUPS

The report begins with an “ALL STUDENTS” category, followed by student subgroups for eight demographic characteristics: “GENDER,” “ETHNICITY,” “LUNCH PROGRAM” status, “IEP” status, “504” Accommodation Plan status, “ESL” status, “MIGRANT” status, and “ALTERNATIVE SCHOOL” participation status. These are followed by several combinations of demographic subgroups (e.g., male white students) on page 2 of the report.

2 TOTAL TEST STATISTICS

Number Tested: For each subject, “NUMBER TESTED” indicates the number of “ALL STUDENTS” who took the test for the first time and the number of students in each subgroup who took the test for the first time. In the sample school, 232 students—116 males, 114 females, and 2 students of unidentified gender—took the ELA test for the first time and 231 students—116 males, 113 females, and 2 students of unknown gender—took the mathematics test for the first time.

Mean Scale Score: This statistic indicates the average scale score for each subject for “ALL STUDENTS” and for each student subgroup. In the sample school, for the 232 students who took the ELA test, the “MEAN SCALE SCORE” was 224; for the 116 males, the “MEAN SCALE SCORE” was 221; for the 114 females, the ELA “MEAN SCALE SCORE” was 227. The data are not reported for the students of unidentified gender in ELA and mathematics because there are fewer than six students in this reporting category.

% At or Above Level 2: For “ALL STUDENTS” and for each student subgroup that took the test for the first time, the percentage of students who scored at or above Level 2 is reported. Students meet the state exit examination requirement if they score at or above Level 2. In Northville High School, 86.6 percent of the 232 students who took the ELA test for the first time met the state exit examination requirement.

% At or Above Level 3: For “ALL STUDENTS” and for each student subgroup, the percentage of students who scored at or above Level 3 is reported. In Northville High School, 57.3 percent of the 232 students who took the ELA test for the first time scored at or above Level 3 and 46.8 percent of the 231 students who took the mathematics test for the first time scored at or above Level 3.

3 ACHIEVEMENT LEVELS

The percentage of students with scores in each achievement level (Level 1, Level 2, Level 3, and Level 4) is reported for “ALL STUDENTS” and for each student subgroup that took the test for the first time.

In Northville High School, of the 232 students who took the ELA test for the first time, 13.4 percent scored at Level 1, and 29.3 percent scored at Level 2. For the 116 male students who took the ELA test for the first time, 19.0 percent scored at Level 1, and 27.6 percent scored at Level 2. For the 114 female students who took the ELA test for the first time, 7.0 percent scored at Level 1, and 30.7 percent scored at Level 2. The data for the students of unidentified gender are not reported, because there are fewer than six students in that category.



Sample Demographic Report (School)



SCHOOL DEMOGRAPHIC REPORT
FIRST ATTEMPT
District: 9990 TOWNVILLE DISTRICT
School: 001 NORTHVILLE HIGH
BEDS Code: 9990001

Test Date: Spring 2006
SCHOOL COPY
Page 1 of 2

	NUMBER TESTED	ENGLISH LANGUAGE ARTS				MATHEMATICS			
		MEAN SCALE SCORE	% AT OR ABOVE LEVEL 2	% AT OR ABOVE LEVEL 3	% AT OR ABOVE LEVEL 4	MEAN SCALE SCORE	% AT OR ABOVE LEVEL 2	% AT OR ABOVE LEVEL 3	% AT OR ABOVE LEVEL 4
ALL STUDENTS	232	224	86.6	97.3	13.4	29.3	19.7	46.9	20.3
GENDER									
MALE	116								
FEMALE	114								
UNKNOWN	2								
ETHNICITY									
WHITE	128								
AFRICAN AMERICAN	92								
HISPANIC	6								
ASIAN/PACIFIC ISLANDER ¹	2								
AMERICAN INDIAN	0								
OTHER ²	3								
UNKNOWN	1								
LUNCH PROGRAM									
TOTAL FIR MEALS	109								
FREE MEALS	89								
REDUCED MEALS	20								
NOT FIR MEALS	123								
UNKNOWN	0								



SCHOOL DEMOGRAPHIC REPORT
FIRST ATTEMPT
District: 9990 TOWNVILLE DISTRICT
School: 001 NORTHVILLE HIGH
BEDS Code: 9990001

Test Date: Spring 2006
SCHOOL COPY
Page 1 of 2

	NUMBER TESTED	ENGLISH LANGUAGE ARTS				MATHEMATICS			
		MEAN SCALE SCORE	% AT OR ABOVE LEVEL 2	% AT OR ABOVE LEVEL 3	% AT OR ABOVE LEVEL 4	MEAN SCALE SCORE	% AT OR ABOVE LEVEL 2	% AT OR ABOVE LEVEL 3	% AT OR ABOVE LEVEL 4
ALL STUDENTS	232	224	86.6	97.3	13.4	29.3	19.7	46.9	20.3
GENDER									
MALE	116	221	81.0	53.4	19.0	27.6	30.2	23.3	11.6
FEMALE	114	227	93.0	62.3	7.0	30.7	36.8	25.4	11.3
UNKNOWN	2								2
ETHNICITY									
WHITE	128	231	94.5	74.2	5.5	20.3	42.2	32.0	12.8
AFRICAN AMERICAN	92	215	78.3	37.0	21.7	41.3	21.7	15.2	9.1
HISPANIC	6	206	50.0	16.7	50.0	33.3	16.7	0.0	6
ASIAN/PACIFIC ISLANDER ¹	2								2
AMERICAN INDIAN	0								0
OTHER ²	3								3
UNKNOWN	1								1
LUNCH PROGRAM									
TOTAL FIR MEALS	109	216	79.8	38.5	20.2	41.3	25.7	12.8	10.8
FREE MEALS	89	216	78.7	39.3	21.3	39.3	25.8	13.5	8.8
REDUCED MEALS	20	216	85.0	35.0	15.0	50.0	25.0	10.0	20
NOT FIR MEALS	123	231	92.7	74.0	7.3	18.7	39.8	34.1	12.3
UNKNOWN	0								0
IEP									
ANY IEP	27	195	29.6	18.5	70.4	11.1	18.5	0.0	27
SPEECH ONLY	0								0
NO IEP	205	228	94.1	62.4	5.9	31.7	35.1	27.3	204
UNKNOWN	0								0
504									
YES	0								0
NO	232	224	86.6	57.3	13.4	29.3	33.2	24.1	231
UNKNOWN	0								0
ESL									
YES	5								5
NO	227	224	87.2	58.1	12.8	29.1	33.5	24.7	226
UNKNOWN	0								0

¹ Asian/Pacific Islander = Asian and Hawaiian/Pacific Islander
² Other = African American/American Indian, White/African American, White/American Indian, White/Asian, and Other

Data are not reported if the number tested is fewer than 6.



Error Analysis

The “Error Analysis” reports are generated at the district and school levels. These reports identify coding errors (i.e., omissions and multiple grids) on the student ELA and mathematics test booklets.

Note: Coding errors are reported for all students tested—including home school students. A student is considered as having tested in a subject if the student responds to at least one test question.

1 SCHOOL

The first three digits of the school codes and school names (e.g., 001 Southville High) are listed in the first column of the report. The sample report indicates that five schools in the Central District had student test booklets processed: Southville High, Westville High, Eastville High, Northville High, and the Adult Education Center.

2 NUMBER OF STUDENTS TESTED

This column indicates the number of students tested at the school or in the district.

Note: If a student’s ELA and mathematics tests are not matched, the student may be counted twice in the “Error Analysis” report. According to the sample report, 63 students in Eastville High School took the HSAP.

3 NUMBER OF STUDENTS WITH ERRORS AND PERCENT ERROR

The third and fourth columns of the report indicate the number and percentage of students whose test booklets had coding errors. For Eastville High School, of the 63 students who tested, 2 (3.2 percent) had one or more coding errors.

If a student’s test booklet contains coding errors for more than one field (e.g., student name, ethnicity, gender), the student is counted only once in the “NUMBER OF STUDENTS WITH ERRORS” column.

4 NUMBER OF STUDENTS TESTED WITH OMITTS AND/OR MISGRIDS

Coding errors are classified as “OMITS” or “MISGRIDS.” Coding errors are identified for the demographic fields.

For Eastville High, there were coding errors in the following fields: “DATE OF BIRTH” and “504 ACCOMMODATION PLAN.” Examples of misgrids for these fields include coding two months for birth month or coding both “No” and “Yes” for 504.

If more than one character in a multiple-character field (such as student name) is omitted or double-gridded, this counts as one error.

5 STUDENTS WITH ITEMS DOUBLE-GRIDDED

The number of students who double-gridded test items is indicated in the last column of the report. A double-grid occurs when a student darkens bubbles for more than one answer choice for a multiple-choice test item. According to the sample report, no student from any of the schools in Central District had double-gridded responses.



Sample Error Analysis Report (District)



District: 9997 CENTRAL DISTRICT

DISTRICT ERROR ANALYSIS

Test Date: Spring 2006

Page 1 of 1

SCHOOL	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS WITH ERRORS	PERCENT ERROR	NUMBER OF STUDENTS TESTED WITH OMITTS AND/OR MISGRIDS															STUDENTS WITH ITEMS DOUBLE-GRIDDED
				STUDENT NAME	STUDENT ID	DATE OF BIRTH	ETHNICITY	GENDER	504 ACCOMMODATION PLAN	MIGRANT STATUS	GIFTED PROGRAM STATUS	GRADE	ALTERNATIVE SCHOOL	ATTEMPT	ESL	FREE/REDUCED-PRICE LUNCH STATUS	IEP		
001 SOUTHVILLE HIGH	68	2	2.9	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
002 WESTVILLE HIGH	5	1	20.0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	
003 EASTVILLE HIGH	63	2	3.2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	
004 NORTHVILLE HIGH	40	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
752 ADULT EDUCATION CENTER	68	3	4.9	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	
9997 DISTRICT TOTALS	238	8	3.4	0	0	2	2	1	1	1	1	0	0	0	0	0	0	0	



Appendix A: Description of HSAP Achievement Levels

Description of Achievement Levels for HSAP English Language Arts

Achievement Level 4: The Level 4 student has demonstrated an exceptional command of skills and knowledge required of high school students in South Carolina. The Level 4 student demonstrates comprehension of complex ideas and connects those ideas within a text, across texts, and beyond the text(s). The Level 4 student displays exceptional writing skills by engaging the reader, effectively developing and organizing ideas, and using relevant supporting details, vivid language, and Standard American English. The Level 4 student has met the exit examination requirement for a South Carolina high school diploma.

Achievement Level 3: The Level 3 student has demonstrated proficiency in skills and knowledge required of high school students in South Carolina. The Level 3 student demonstrates comprehension of complex ideas and connects those ideas within a text and across texts. The Level 3 student displays effective writing skills by sustaining the reader's interest, clearly developing and organizing ideas, and using relevant supporting details and Standard American English. The Level 3 student has met the exit examination requirement for a South Carolina high school diploma.

Achievement Level 2: The Level 2 student has demonstrated competence in skills and knowledge required of high school students in South Carolina. The Level 2 student demonstrates comprehension of essential ideas and shows some logical connections of those ideas within a text. The Level 2 student displays acceptable writing skills by showing some awareness of audience, developing and organizing ideas, and using relevant supporting details and Standard American English. The Level 2 student has met the exit examination requirement for a South Carolina high school diploma.

Achievement Level 1: The Level 1 student has not demonstrated competence in skills and knowledge required of high school students in South Carolina. The Level 1 student demonstrates limited comprehension of ideas and tenuous connections of those ideas within a text. The Level 1 student displays limited writing skills, which may include little awareness of audience and purpose, partial development and organization of ideas, and deviations from Standard American English. The Level 1 student has not met the exit examination requirement for a South Carolina high school diploma.



Description of Achievement Levels for HSAP Mathematics

Achievement Level 4: The Level 4 student has demonstrated an exceptional command of skills and knowledge required of high school students in South Carolina. The Level 4 student analyzes, evaluates, and/or synthesizes mathematical concepts and procedures and solves problems using advanced arithmetic, algebraic, and measurement/geometric concepts and relationships. The student analyzes data representations and applies probability concepts. The Level 4 student supports answers with mathematical work and/or explanations that thoroughly communicate mathematical reasoning. The Level 4 student has met the exit examination requirement for a South Carolina high school diploma.

Achievement Level 3: The Level 3 student has demonstrated proficiency in skills and knowledge required of high school students in South Carolina. The Level 3 student applies mathematical concepts and procedures and solves problems using arithmetic, algebraic, and measurement/geometric concepts and relationships. The student interprets data representations and demonstrates a knowledge of probability concepts. The Level 3 student supports answers with mathematical work and/or explanations that clearly communicate mathematical reasoning. The Level 3 student has met the exit examination requirement for a South Carolina high school diploma.

Achievement Level 2: The Level 2 student has demonstrated competence in skills and knowledge required of high school students in South Carolina. The Level 2 student demonstrates an acceptable knowledge of fundamental mathematical concepts and procedures and solves problems using essential arithmetic, algebraic, and measurement/geometric concepts and relationships. The student demonstrates a knowledge of basic data representations and probability concepts. The Level 2 student supports answers with mathematical work and/or explanations that adequately communicate mathematical reasoning. The Level 2 student has met the exit examination requirement for a South Carolina high school diploma.

Achievement Level 1: The Level 1 student has not demonstrated competence in the skills and knowledge required of high school students in South Carolina. The Level 1 student demonstrates a limited understanding of mathematical concepts. The student is able to use arithmetic, algebraic, and measurement/geometric concepts and relationships. The student demonstrates a knowledge of simple data representations and probability concepts. The Level 1 student supports answers with mathematical work and/or explanations that minimally communicate mathematical reasoning. The Level 1 student has not met the exit examination requirement for a South Carolina high school diploma.



Appendix B: District Defaults for HSAP Demographic Information—Spring 2006

Database Field	Submitted	Prints on Student Reports	Aggregated on Summary Report	Prints on District Data File
Student Name	Blank in all columns	No Name Available	N/A	Left blank
	Blank in individual columns (but not all)	Individual column is left blank	N/A	Left blank in the column(s)
Student ID	Multiple codes in any column	? in the column(s)	N/A	* in the column(s)
	Blank in any column	Column(s) left blank	N/A	Left blank in the column(s)
SUNS for Testing	Multiple codes in any column	? in the column(s)	N/A	* in the column(s)
	Blank in any column	N/A	N/A	Left blank in the column(s)
Birth Date	Multiple codes in any column	Column(s) left blank	N/A	* in the column(s)
	Blank in any column	Column(s) left blank	N/A	Left blank
Gender	Multiple codes in any column	?? or ? in the column(s)	N/A	Left blank
	Blank	Column left blank	Unknown	Left blank
Migrant	Multiple codes	?	Unknown	*
	Blank	N/A	No	Left blank
	No	N/A	No	N
	Yes	N/A	Yes	Y
Ethnicity	Multiple codes	N/A	Unknown	*
	Blank	Column(s) left blank	Unknown ¹	Left blank
	Multiple codes	?	Unknown ¹	**
	African American	B	African American	B
	African Amer/Amer Indian	Bl	Other ¹	Bl
	American Indian	I	American Indian ¹	I
	Asian	A	Asian/Pacific Islander ¹	A
	Hawaiian/Pacific Islander	P	Asian/Pacific Islander ¹	P
	Hispanic	H	Hispanic ¹	H
	White	W	White	W
	White/African American	WB	Other ¹	WB
	White/American Indian	WI	Other ¹	WI
	White/Asian	WA	Other ¹	WA
	Other	O	Other ¹	O

¹Indicates the categories included in OTHER ETHNICITIES. For reporting purposes, the ethnicity reporting categories of MALE and FEMALE include AFRICAN AMERICAN, WHITE and OTHER ETHNICITIES.



Database Field	Submitted	Prints on Student Reports	Aggregated on Summary Report	Prints on District Data File
ESL	Blank	N/A	Unknown	Left blank
	Parent Waiver	N/A	Yes	0
	Pre-Functional	N/A	Yes	1
	Beginner	N/A	Yes	2
	Intermediate	N/A	Yes	3
	Advanced	N/A	Yes	4
	Full English Proficient	N/A	Yes	5
	Title III Exited	N/A	Yes	7
	English Speaker I	N/A	No	8
	English Speaker II	N/A	No	9
	Multiple codes	N/A	Unknown	*
	Blank	N/A	Not F/R Meals	Left blank
	Multiple codes	N/A	Unknown	*
IEP (Disabilities)	All IEP categories are left blank	N/A	No IEP	None = Y all IEP categories = N
	None is marked and no IEP categories are marked	N/A	No IEP	None = Y all IEP categories = N
	One or more IEP categories are marked and None is left blank	N/A	IEP	each IEP gridded = Y None and all other not-gridded IEP = N
	A mark only on "SP"	N/A	SPEECH ONLY	each IEP gridded = Y None and all other not-gridded IEP = N
	None is marked and one or more IEP categories are marked	N/A	Unknown	None = * each gridded IEP = * all other not gridded IEP = N
Gifted (treat as mark all that apply)	Blank	N/A	N/A	Left blank
	No	N/A	N/A	0
	Academic	N/A	N/A	1
	Artistic	N/A	N/A	2
	Both	N/A	N/A	3
	Academic and Both	N/A	N/A	3
	Artistic and Both	N/A	N/A	3
	Academic and Artistic	N/A	N/A	3
	Academic and No	N/A	N/A	*
	Artistic and No	N/A	N/A	*
	Both and No	N/A	N/A	*



Database Field	Submitted	Prints on Student Reports	Aggregated on Summary Report	Prints on District Data File
504	Blank	N/A	No	Left blank
	No	N/A	No	N
	Yes	N/A	Yes	Y
	Multiple codes	N/A	Unknown	*
	Blank	N/A	No	Left blank
Alternative School	No	N/A	No	N
	Yes	N/A	Yes	Y
	Multiple codes	N/A	Unknown	*
Accommodations (each category reported separately by subject – i.e., math, ELA)	Blank for all	Blank	N/A	Blank if student did not test in subject; "N" if student tested in subject
	Accommodations categories	BR = Braille Doc Code ² LL = Loose-Leaf LP = Large-Print OT = Other Math Only: SL = Signed Admin ² AU = Audiocassette/CD OS = Oral Script	N/A	"Y" for each accommodations category coded; "N" for all categories not gridded (left blank): ELA: Setting, Timing, Spelling, Presentation, Response Options, Scheduling, Loose-Leaf, Large-Print, Braille, Other MATH: Setting, Timing, Scheduling, Response Options, Signed Admin, Audiocassette/CD, Oral Script, Loose-Leaf, Large-Print, Braille, Other

²BR and SL are determined from the document code tested (not gridding).



Database Field	Submitted	Prints on Student Reports	Aggregated on Summary Report	Prints on District Data File
Modifications	Blank for all modifications categories One or more modifications categories coded	Blank WM = Extended Writing Options AS = Alternative Scoring for Extended Response AU = Audiocassette/CD OS = Oral Script SL = Signed Administration of ELA (doc code) ²	N/A N/A	Blank if student did not test in subject; N if student tested in subject Y for each modifications category coded; N for all categories not gridded (left blank)
Attempt	Blank Double-Grid Gridded Attempt	Blank ? in the column Gridded attempt	(see table in "Summary by Attempt" report) (see table in "Summary by Attempt" report) Gridded attempt	Left blank * Gridded attempt
Grade	Blank Double-Grid 09 10 11 12	Blank ? in the column 9 10 11 12	OT OT 9 10 OT OT	Blank ** 09 10 11 12

² BR and SL are determined from the document code tested (not gridding).



Appendix C: HSAP Abbreviations and Codes

Customized Materials and Modifications Codes:

- AS = Alternative Scoring for Extended-Response
- AU = Audiocassette/CD
- BR = Braille
- LL = Loose-leaf
- LP = Large-print
- OS = Oral Script
- SL = Signed Administration
- WM = Extended Writing Options
- OT = Other

Ethnicity Codes:

- B = African American
- BI = African American/American Indian
- I = American Indian
- A = Asian
- P = Hawaiian/Pacific Islander
- H = Hispanic
- O = Other
- W = White
- WB = White/African American
- WI = White/American Indian
- WA = White/Asian

Content Areas Performance Indicators (for Student Roster Reports only):

- * = May need improvement
- ** = Needs improvement

English Language Arts Content Areas:

- RC = Reading Process and Comprehension
- AT = Analysis of Texts
- WS = Word Study and Analysis
- WR = Writing
- RS = Research

English Language Arts Extended-Response Domains:

- CD = Content and Development
- OR = Organization
- VO = Voice
- CO = Conventions

Incomplete English Language Arts Test:

- ‡ = the student only took one day of the ELA test

Mathematics Content Areas:

- NO = Number and Operations
- AL = Algebra
- MG = Measurement and Geometry
- DP = Data Analysis and Probability
- IR = Integrated-response

IEP Codes:

- None = Not officially recorded as disabled
- AU = Autism
- DB = Deaf/Blindness
- ED = Emotionally Disabled
- EM = Educable Mentally Disabled
- H = Hearing Impaired
- LD = Learning Disabled
- M = Multiple-Disabled
- OI = Orthopedically Impaired
- OHI = Other Health Impaired
- PMD = Profoundly Mentally Disabled
- TBI = Traumatic Brain Injury
- TM = Trainable Mentally Disabled
- V = Visually Impaired



Appendix D: HSAP Scoring Rubrics

EXTENDED-RESPONSE SCORING RUBRIC GRADES 3-HSAP (INDEPENDENT) (3/24/04)

SCORE	CONTENT/DEVELOPMENT	ORGANIZATION	VOICE	CONVENTIONS
4	<ul style="list-style-type: none"> Presents a clear central idea about the topic Fully develops the central idea with specific, relevant details Sustains focus on central idea throughout the writing 	<ul style="list-style-type: none"> Has a clear introduction, body, and conclusion. Provides a smooth progression of ideas throughout the writing. 		<ul style="list-style-type: none"> Minor errors in standard written English may be present.
3	<ul style="list-style-type: none"> Presents a central idea about the topic Develops the central idea but details are general, or the elaboration may be uneven Focus may shift slightly, but is generally sustained 	<ul style="list-style-type: none"> Has an introduction, body, and conclusion. Provides a logical progression of ideas throughout the writing. 	<ul style="list-style-type: none"> Uses precise and/or vivid vocabulary appropriate for the topic Phrasing is effective, not predictable or obvious Varies sentence structure to promote rhythmic reading Strongly aware of audience and task; tone is consistent and appropriate 	<ul style="list-style-type: none"> Errors in standard written English may be present; however, these errors do not interfere with the writer's meaning.
2	<ul style="list-style-type: none"> Central idea may be unclear Details may be sparse; more information is needed to clarify the central idea Focus may shift or be lost causing confusion for the reader 	<ul style="list-style-type: none"> Attempts an introduction, body, and conclusion, however, one or more of these components could be weak or ineffective. Provides a simplistic, repetitious, or somewhat random progression of ideas throughout the writing. 	<ul style="list-style-type: none"> Uses both general and precise vocabulary Phrasing may not be effective, and may be predictable or obvious Some sentence variety results in reading that is somewhat rhythmic; may be mechanical Aware of audience and task; tone is appropriate 	<ul style="list-style-type: none"> A pattern of errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation) of standard written English is present; these errors interfere somewhat with the writer's meaning.
1	<ul style="list-style-type: none"> There is no clear central idea Details are absent or confusing There is no sense of focus 	<ul style="list-style-type: none"> Attempts an introduction, body, and conclusion, however, one or more of these components could be absent or confusing. Presents information in a random or illogical order throughout the writing. 	<ul style="list-style-type: none"> Uses simple vocabulary Phrasing repetitive or confusing There is little sentence variety; reading is monotonous There is little awareness of audience and task; tone may be inappropriate 	<ul style="list-style-type: none"> Frequent and serious errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation) of standard written English are present; these errors severely interfere with the writer's meaning.
B	Blank			
OT	Off Topic			
IS	Insufficient amount of original writing to evaluate			
UR	Unreadable or illegible			

For the purposes of scoring Conventions, "interference" is defined as that which would impede meaning for a reader other than an educator or professional reader.



ALTERNATIVE EXTENDED-RESPONSE SCORING RUBRIC GRADES 3-HSAP (INDEPENDENT)

SCORE	CONTENT/DEVELOPMENT	ORGANIZATION	VOICE	CONVENTIONS
4	<ul style="list-style-type: none"> • Presents a clear central idea about the topic • Fully develops the central idea with specific, relevant details • Sustains focus on central idea throughout the writing 	<ul style="list-style-type: none"> • Has a clear introduction, body, and conclusion. • Provides a smooth progression of ideas throughout the writing. 		<ul style="list-style-type: none"> • Minor errors in standard written English may be present.
3	<ul style="list-style-type: none"> • Presents a central idea about the topic • Develops the central idea but details are general, or the elaboration may be uneven • Focus may shift but is generally sustained 	<ul style="list-style-type: none"> • Has an introduction, body, and conclusion. • Provides a logical progression of ideas throughout the writing with minor interruptions. 	<ul style="list-style-type: none"> • Uses precise vocabulary appropriate for the topic • Phrasing is effective, but may be predictable • Varies sentence structure to promote rhythmic reading • Strongly aware of audience and task; tone is consistent and appropriate 	<ul style="list-style-type: none"> • A pattern of errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation, and usage) of standard written English may be present; however, these errors do not interfere with the writer's meaning.
2	<ul style="list-style-type: none"> • Central idea may be unclear • Details may be sparse; more information is needed to clarify the central idea • Focus may shift or be lost causing confusion for the reader 	<ul style="list-style-type: none"> • Attempts an introduction, body, and conclusion, however, one or more of these components could be weak or ineffective. • Provides a simplistic, repetitious, or somewhat random progression of ideas throughout the writing. 	<ul style="list-style-type: none"> • Uses both general and specific vocabulary • Phrasing may not be effective • Some sentence variety results in reading that is somewhat rhythmic; may be mechanical • Aware of audience and task; tone is appropriate 	<ul style="list-style-type: none"> • A pattern of errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation, and usage) of standard written English is present; these errors interfere somewhat with the writer's meaning.
1	<ul style="list-style-type: none"> • There is no clear central idea • Details are absent or confusing • There is no sense of focus 	<ul style="list-style-type: none"> • Attempts an introduction, body, and conclusion, however, one or more of these components could be absent or confusing. • Presents information in a random or illogical order throughout the writing. 	<ul style="list-style-type: none"> • Uses simple vocabulary • Phrasing is repetitive or confusing • There is little sentence variety; reading is monotonous • There is little awareness of audience and task; tone may be inappropriate 	<ul style="list-style-type: none"> • Frequent and serious errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation, and usage) of standard written English are present; these errors severely interfere with the writer's meaning.
B	Blank			
OT	Off Topic			
IS	Insufficient amount of original writing to evaluate			
UR	Unreadable or illegible			

For the purposes of scoring Conventions, "interference" is defined as that which would impede meaning for a reader other than an educator or professional reader.

3/14/05



ELA Constructed-Response Scoring Rubric (10/29/03)
PACT Grades 6-8 and HSAP

Score Point	Descriptor
3	The 3 response fully accomplishes the task requirements. It <ul style="list-style-type: none">• includes a complete interpretation that goes beyond the text,• has clear logic or reasoning,• provides specific, relevant support from the text.
2	The 2 response adequately accomplishes the task requirements. It <ul style="list-style-type: none">• includes an adequate interpretation,• may have minor flaws in logic or reasoning,• provides general but relevant support from the text.
1	The 1 response minimally accomplishes the task requirements. It <ul style="list-style-type: none">• includes a minimal interpretation,• may have gaps in understanding or flaws in logic or reasoning,• may provide sparse or irrelevant support from the text.
0	The 0 response does not accomplish the task requirements. It <ul style="list-style-type: none">• may provide no support from the text,• may be limited to information copied directly from the text and presented as the student's own ideas,• may be incorrect or illogical.

Condition Codes: UR = unreadable or illegible
B = blank



South Carolina HSAP Mathematics Constructed-Response Scoring Rubric (01/15/04)

Score Point	Descriptor
3	<ul style="list-style-type: none">• Addresses all parts of the task appropriately.• Provides thorough evidence of the student's knowledge, strategy, and execution (including concepts, techniques, and representations) to meet the intent of the task.• May contain execution errors that do not detract from the overall correct completion of the task.• Clearly communicates the student's mathematical thinking.
2	<ul style="list-style-type: none">• Addresses most parts of the task appropriately.• Provides adequate evidence of the student's knowledge, strategy, and execution (including concepts, techniques, and representations) to meet the intent of the task.• May contain execution errors that do detract from the overall correct completion of the task.• Adequately communicates the student's mathematical thinking.
1	<ul style="list-style-type: none">• Addresses some part(s) of the task appropriately.• Provides some evidence of the student's knowledge, strategy, and execution (including concepts, techniques, and representations) to meet the intent of the task.• Contains an attempt to accomplish some part of the task with little success.• Minimally communicates the student's mathematical thinking.
0	<ul style="list-style-type: none">• There is no evidence of mathematical knowledge that is appropriate to the intent of the task.
B	<ul style="list-style-type: none">• Blank
UR	<ul style="list-style-type: none">• Unreadable or illegible.



Appendix E: HSAP Defaults for the Attempt Field, by Administration

Grade Coded	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Summer 2006
Blank	1	2	1	2	1	5 or more
Multiple marks	1	2	1	2	1	5 or more
9	1	2	1	2	1	2
10	1	2	1	2	1	2
11	1	2	3	4	3	4
12	1	2	3	4	5	5 or more



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